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ABSTRACT

The activity guide contains 24 suggested activities to improve the understanding and attitudes of children in grades K-12 toward handicapped persons. It is explained that sessions should be conducted once weekly over a 6- to 10 week period. Activities are divided into the following topical sections: what is prejudice--misconceptions about the handicapped, correcting misconceptions, the nature of handicaps--origins, eliminating social and environmental barriers, a visit--first hand awareness, and summing up. Activities are described in terms of appropriate grade level, time needed, preparation, materials, discussion, activity, and goals. Also included are a bibliography of 33 children's books at the elementary and secondary levels, a listing of 12 appropriate films, and a listing of 21 organizations from which additional resources may be obtained. (DB)

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People .... just like you

Committee on
Youth Development
The President's Committee on
Employment of the Handicapped
Washington, D.C. 20210

The President's Committee would like to express its appreciation to Michael Jones, New Castle-Gunning Bedford School District, New Castle, Delaware and Marsha Stevens, The Carrol School, Boston, Massachusetts for their efforts in writing and testing this activity guide.

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Introduction

The first barrier to freedom for the handicapped individual is in the minds of ordinary individuals. One of the most effective ways of tearing down this barrier is through understanding. Few people know very much about the handicapped; even fewer people have had a significant contact with that segment of the population which is considered handicapped. To many people, handicapped individuals are to be pitied, to be helped, and to feel luckier than . . . This attitude is not a productive one for either the handicapped or the non-handicapped person.

All handicapped people ask for is the same human consideration and understanding that would be accorded a person with no handicaps. That is the purpose of these workshops: to provide an understanding of handicapped individuals through meaningful discussions and encounters with handicapped people.

Because of the recent legislation (Education for All the Handicapped Children Act) which will encourage the inclusion of handicapped students along with non-handicapped students in regular classes, the role of the school in the development of positive and constructive attitudes is particularly significant. Therefore, these workshops have a two-fold objective. One, is to acquaint students at all levels with handicapped individuals in order to provide them with first-hand awareness of the problems and human experience of handicapped people. The other, perhaps a more global objective, is to ease the transition of handicapped children into the classroom and to ease the way for children with disabilities already within school.

One of the most important elements to success in school is the development of a positive self-image. This positive self-image can be developed and maintained through meaningful contact with one's peers. It is hoped that the far-reaching impact of these workshops and activities will be found in the quality of interaction between handicapped and non-handicapped people, which will influence their perceptions and conduct for the rest of their lives.

Conducting Activities & Workshops

This guide is divided into six sections which should be conducted over a period of six to ten weeks. Scheduling of sessions at intervals of at least one week will allow time for reflective thinking, observations of the daily-living environment, and, where necessary, the preparation and completion of various projects.

The materials and methods of presentation of these activities must be geared by the individual facilitator or teacher to the age, interest levels, and needs of each group. Flexibility of the format is assumed and neither approach nor materials need be rigidly adhered to.

During the interval between sessions, the facilitator should encourage the participants to become involved in activities and projects which will increase their awareness of the concerns of handicapped people and which will involve them directly with handicapped peers.

Program Goal

To cause participants to realize:

1. that handicapped individuals are just people who may have a more difficult time coping with their environment;
2. that handicapped individuals have the same needs and desires as non-handicapped people;
3. that handicapped individuals have many of the same capabilities as non-handicapped people, and with some training, these capabilities can be developed to their full potential;
4. that handicapped people should be treated as individuals.

Activity I

What is prejudice—misconceptions about the handicapped

Grades: ***K-2***

Time: Approximately 20 minutes

Preparation: Pictures of animals and people cut out from magazines suitable for discussing prejudices or pre-judgements (pictures of dogs to elicit "all big dogs are mean"— or all minority group people carry guns, or similar prejudices)

Materials: Crayons, paper.

Discussion: How do we decide if we like somebody or not? After physical appearance, what do we look for? How do we view people with handicaps—visible handicaps? How do you feel if someone doesn't like the way you look?

Activity: Draw a picture of you playing with a child (boy or girl) with a handicap (If you anticipate the admission into the class of a child with a specific handicap, this activity should be directed toward that particular handicap).

Goals: The emphasis of this activity is (1) discovery of pre-judgements; (2) identification of play activities in which handicapped and non-handicapped children can participate.

Grades: ***3-5***

Time: 30-40 minutes

Preparation: Pictures suitable for illustrating prejudice, including minority groups and handicapped people.

Materials: crayons or paints, paper.

Discussion: How do we judge people? What do we expect from the way they look? What feelings do you have about those who look "different" from you? How do (would) you feel if someone thought that you looked different? Funny? Frightening? What qualities do people have that go beyond physical appearance? What do you think of when you see handicapped people? (Adults and children).

Activity: Make a picture of something that handicapped children and non-handicapped children can do together.

Goals: The emphasis of this activity is (1) the discovery of prejudgements; (2) identification of feelings as a reaction to prejudices; (3) awareness of prejudices toward handicapped people; (4) identification of an "activity level" of acceptance.

Activity I
(continued)

Grades: ***6-8***

Time: 45-60 minutes

Preparation: Appropriate pictures or film strip indicating prejudice.

Materials: Blackboard and chalk or flip-chart, magic marker, pencils and paper.

Discussion: What is prejudice? How do people become prejudiced? What is discrimination? What does it feel like to be discriminated against? What is it like to be pre-judged? What is it like for a handicapped person to be prejudged? What limits does it place on the handicapped person? What limits does it place on the prejudiced person?
Record students' observations on chalkboard or chart.

Activity: Write a brief essay on: "How Prejudice Toward Handicapped People Can Be Eliminated."

Goals: The emphasis of this activity is on (1) the discovery of pre-judgement and prejudices; (2) the identification of individual and group feelings as a reaction to prejudice; (3) awareness of prejudice towards handicapped people; (4) identification of personal perceptions and actions to dissolve prejudice.

Grades: ***9-12***

Time: 55-75 minutes

Materials: Blank flip-chart and magic markers or chalk board and chalk.

Discussion: What is prejudice? What are its causes? What are its effects? Responses to these questions should be listed in three separate pages of the flip-chart. (Where applicable, students should lead discussions and record these lists). How can prejudice be eliminated? What prejudice and misconceptions exist toward handicapped people? (Record on flip-chart). What is the impact of these prejudices on the lives of handicapped people? How can these prejudices be eliminated? Compare lists of prejudice and misconceptions about handicapped for similarities. Compare lists for causes and effects. Class should be divided into discussion groups of 4-6 to discuss: "What does it feel like to be the object of prejudice?" Assignment: Where applicable appropriate readings in prejudice and/or biographies of handicapped people should be assigned.

Goals: The emphasis in this activity is on (1) explanation of causes and effect of prejudice; (2) identification of feelings evoked by prejudice; (3) implications of prejudice towards handicapped people.

Activity II

Correcting misconceptions

Grades: ***K-2***

Time: 20-30 minutes

Preparation: Short selections or film strip about a handicapped child (see appendix).

Discussion: Revolves around the presentations and should include: Why was the child not accepted? What made people change their minds? What was learned about the handicapped child? How is he/she like you? What will happen now?

Goals: Emphasis in this activity is on (1) identification of misconceptions; (2) developing models of behavior.

Grades: ***3-5***

Time: 25-40 minutes

Preparation: Short selection or film about a handicapped child (see appendix) which illustrates prejudice and its resolution.

Discussion: What prejudices did people have about the subject of the presentation? How did these prejudices affect the subject? How did they

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affect others? What feelings or concerns caused the most problems for the subject? What would lead to or did lead to acceptance?

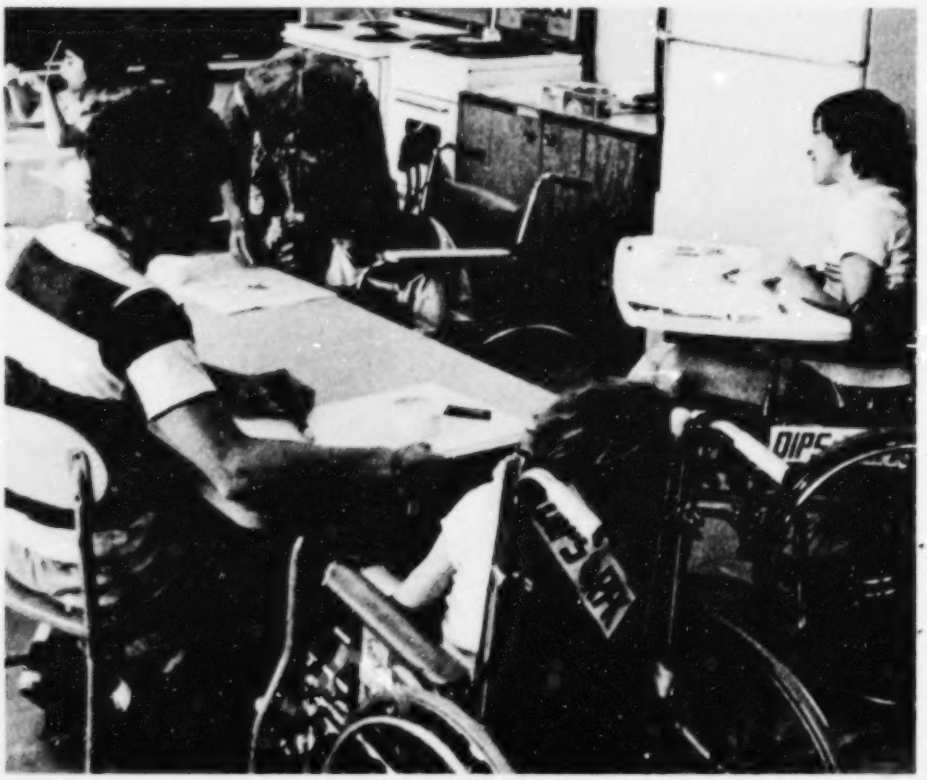
Goals: Emphasis in this activity is on (1) identification of misconception; (2) reflective application of knowledge about prejudice to a problem situation; (3) presentation of a model for resolution of prejudice and behavior.

Grades: ***6-8***

Time: 45-60 minutes

Discussion: (Adapted to the selection or film) What misconceptions were present? How did they affect the subject? How did you feel about what happened? What feelings or concerns caused the most difficulty for the subject? What should be done to prevent these misconceptions from occurring? How would you rewrite the story so there would have been no prejudice?

Goals: Emphasis in this activity is on (1) identification of misconceptions; (2) reflective application of knowledge to a problem situation; (3)



development of an active behavioral model.

Grades: ***9-12***

Time: 55-75 minutes

Preparation: Selection or film illustrating prejudice towards handicapped people (see appendix).

Discussion: What misconceptions were expressed about handicapped people? How did these affect the subject? What effect did the misconceptions/prejudice have on those holding them? What concerns were the most difficult to deal with? What can be done to reduce prejudice and misconceptions about handicapped people at your school?

Goals: Emphasis in this activity is on (1) identification of misconceptions; (2) reflective application of knowledge to a problem situation; (3) development of an active behavioral model; and (4) generalization of learning to other social, community, or work environments.

Assignment: Select a prejudice or a misconception about handicapped people. Write a short story illustrating how this misconception affects all concerned.

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Activity III

The nature of handicaps—origins

Grades: ***K-2***

Time: 20 minutes

Preparation: Discussion with school nurse, health educator or other appropriate person. Preparation of examples of "different" characteristics in animals and plants.

Discussion: What makes people handicapped? (Some kittens have double paws—some have stub tails, etc.).

Presentation: Congenital handicaps and handicaps from accident and injury. How some handicaps can be prevented (e.g.: care in diving, caution with tools, care for eyes, ears, etc.).

Goals: Primary emphasis on (1) understanding that handicaps are not contagious or "punishment"; (2) awareness of prevention.

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Grades: ***3-5***

Time: 25-40 minutes

Preparation: Discussion with nurse or health educator regarding goals of the class. Presentation by nurse or health educator about the nature of handicaps as naturally occurring anomolies—result of accident, injury, disease (caution must be exercised to insure appropriate presentation of the latter).

Discussion: What can be done to prevent handicaps? Questions raised regarding safety, immunization, health.

Goals: The primary emphasis is on (1) understanding handicaps as naturally occurring phenomena; (2) understanding that they are not contagious, and not punitive; (3) awareness of prevention.

Grades: ***6-8***

Time: 45-60 minutes

Preparation: Discussion with nurse, physician, health educator or agency representative. Care must be exercised that the person selected be able to address this age group in a non-technical manner and be able to respond to questions regarding the physiological and psychological factors involved in handicaps. The speaker should be aware of the focus of this activity.

Presentation: The roots of handicaps—including (a) naturally occurring disabilities; (b) accident/injury; (c) disease; (d) pre-natal care; plus a discussion on prevention.

Discussion: Open ended questions regarding causes of handicaps.

Goals: The primary emphasis is on (1) understanding handicaps as naturally occurring phenomena; (2) understanding that handicaps are not contagious nor are they punishment; (3) basic understanding of the physiological (and psychological) concerns of handicapped people; (4) awareness of prevention.

Grades: ***9-12***

Times: 55-120 minutes

Preparation: Discussion with nurse, physician, rehab. worker, health educator, agency representative or other professional able to provide knowledge about the physiological foundation of handicaps and their psychological ramifications. The speaker must be aware of the goals of this session and be willing to frankly answer questions.

Presentation: Causes of handicaps; an overview including genetic anomolies, pre-natal factors, injury and accidents, disease. Prevention of handicaps should be an integral part of this discussion including: safety, pre-natal care, immunization.

Discussion: Open-ended question and answer. Primary emphasis on (1) understanding handicaps as naturally occurring phenomena; (2) understanding that they are not contagious nor retributive; (3) understanding the physiological and psychological concerns presented by some handicapping conditions; (4) awareness of prevention.

Assignment: Select a handicapping condition. Explore it thoroughly. What are its causes? What limitations does it impose on an individual? How can these limitations be overcome?

Notes

Activity IV

Eliminating social and environmental barriers

Grades: ***K-2***

Time: 20-45 minutes (longer if necessary)

Preparation: Survey of school, neighborhood, (e.g.: shops, markets, municipal buildings, play grounds); arrange transportation for class if necessary.

Discussion: What makes it difficult for a handicapped person in school (e.g.: holding pencil, raising hand, hearing teacher, seeing what's on the chalkboard, etc.)? What makes it difficult for a handicapped person to do things outside of school? What "roadblocks" or "architectural barriers" are there in your school, in your community? (These should be pointed out clearly on the field trip.) What could be done about them?

Goals: The primary emphasis is on (1) awareness of environmental or architectural barriers; (2) awareness that these can be changed without hindrance to anyone.

Grades: ***3-5***

Time: 30-60 minutes

Preparation: Survey of school, neighborhood (e.g.: shops, markets, municipal buildings, curbs, etc.). Transportation arrangements if necessary.

Discussion: In what ways would a handicapped person have trouble with activities at school? How would a handicapped person have trouble doing things in the community? What are the "roadblocks?" What can be done about them? Observation of specific environmental or architectural barriers. What kinds of things make it difficult for a handicapped child outside of school? Discussion of social barriers.

Goals: The primary emphasis is on (1) awareness of environmental or architectural barriers; (2) awareness of social barriers; (3) awareness that these can be changed.

Grades: ***6-8***

Time: 45-75 minutes

Preparation: Survey of school, neighborhood (e.g.: shops, markets, municipal places, transportation, etc.).

Discussion: What is a barrier? What barriers exist in your school? In your community? What are "social barriers?" Where do (how do) they exist?

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Specific observations of barriers in environment. What could you do to change them?

Assignment: After field trip, select a barrier that you think is important. Describe it. Describe how it affects handicapped people. How would you go about changing it?

Goals: Primary emphasis is on (1) awareness of environmental or architectural barriers; (2) awareness of social barriers; (3) awareness that these can be changed; (4) application of knowledge to a problem-solving situation.

Grades: ***9-12***

Time: 55-120 minutes

Preparation: Assembly of resource materials on barriers and barrier free design; transportation if necessary. (Write: President's Committee on Employment of the Handicapped, Washington, D.C. 20210.)

Discussion: What are environmental barriers? Social barriers? How do they affect handicapped people? Where do they exist in the school? In the community?

Activity: Groups of 4-6—survey selected aspects of the community (e.g.: shopping, municipal facilities, transportation, social organizations, etc.). Identify specific barriers to the movement of physically handicapped people.

Assignment: Each group should map out a strategy to change a barrier which it has identified as prominent. Included should be a discussion of who the changes will affect, how will they be felt, who will object to them, and specific recommendations for modifications or alterations.

Goals: The primary emphasis is on (1) awareness and identification of architectural or environmental barriers; (2) awareness of the social barriers and impact of environmental barriers on the social functioning of handicapped people; (3) developing an understanding of what changes need to be made and how they may be initiated.

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Activity V

A visit—
first-hand
awareness

Grades: ***K-2***

Time: 20-30 minutes

Preparation: Identification of a person in the community who is handicapped and who also has awareness of other handicapping conditions. This person must be willing and able to share experiences with young children. He/she must be familiar with the function of this session.

Discussion: What do handicapped people need to help them get around better? How does a wheelchair work? Crutches? Cane? Hearing aide? How do these work? Who uses them? Where do you buy them? What kinds of things are hardest for the guest? What things are no trouble at all? How does this person get along at home? Does he/she work?

Goals: Primary emphasis is on (1) understanding the handicapped person as an individual with a full life; (2) awareness of limitation and aides.

Grades: ***3-4***

Time: 30-45 minutes

Preparation: Identification of a person in the community who is handicapped and who also has an awareness of other handicapping conditions. This person must be willing to share experiences he/she has had as a handicapped person and must be willing to respond frankly. He/she should be familiarized with the expectations for this session.

Discussion: How are handicapped people different from non-handicapped people? What things do handicapped people need to help them to function better or more easily? How do wheelchairs work? Crutches? Braces? Hooks? Hearing aides? What is a "seeing eye dog," etc.? How do these work? How do they help? Where do you get them? What is the most difficult thing for the guest to do? What is no problem at all? Does the guest work? At what? How can you do your job? What, if any, changes had to be made for you? How do you manage things around the house? What environmental barriers does the guest consider most obstructing?

Goals: The primary emphasis is on (1) understanding the handicapped individual as a whole person; (2) awareness of equipment used to assist a handicapped person; (3) awareness of social and environmental barriers as they impact directly on a person.

Grades: ***6-8***

Time: 45-60 minutes

Activity V
(continued)

Preparation: Identification of a person in the community who is handicapped and who also has an awareness of other handicapping conditions. This person must be willing to openly and frankly share experiences with young people. He/she should be familiarized with the expectations for this session.

Discussion: How are handicapped people treated differently from non-handicapped people? What social situations are the most difficult to handle? What equipment and aides do you (guest) need to function better? How does it feel to rely on a wheelchair? Crutches? Hooks? Braces? Hearing aide? Cane? Seeing-eye dog? How do these things work to help a person? How and where do you get them? What limitations are there on what you can do? Do you work? How does a handicapped person go about getting a job? Are there any particular problems with getting work? What does a handicapped person do about keeping house and caring for children? Life activities? What environmental or architectural barriers are most obstructing? What attitudes are most upsetting?

Goals: The primary emphasis is on (1) understanding the handicapped individual as a whole person; (2) awareness of function of aides and "equipment;" (3) awareness of social and environmental barriers as

they affect handicapped persons; (4) understanding of the handicapped person as a working member of society.

Grades: ***9-12***

Time: 55-75 minutes

Preparation: Identification of one or more handicapped people from the community (if one, he or she should be sensitive to the needs of people with various handicapping conditions). They must be willing to openly and frankly discuss experiences and to answer questions. They should be familiarized with the expectations of the sessions. If more than one person will be present, the panelist should have an opportunity to know who their co-panelists are and to understand which aspect of the discussion each feels most comfortable dealing with.

Discussion: What economic problems confront handicapped people? What social situations prove difficult? What about appliances, prosthetics, aides? How are they helpful? What experiences have people had with community agencies? To what extent have they been helpful? Not helpful? How does a handicapped person get a job? Job training? Manage a house and family? Are different handicaps reacted to differently by non-handicapped people? What environmental barriers are most obstructive? What about social barriers? What are "Sheltered Workshops?"

Assignment: Write a brief essay on "Eliminating the First Barrier to Freedom"—discuss which barrier, for whom it represents a barrier, and the strategy for eliminating it.

Goals: The primary emphasis is on (1) understanding the handicapped individual as a whole person; (2) understanding environmental, social and employment barriers as they impact on people with various handicaps; (3) awareness of the equipment and "hardware" used by handicapped people; (4) sensitivity to several types and degrees of handicapping conditions.

Notes

Activity VI
(optional)
The
summing up

Grades: ***K-2***

Time: 20-30 minutes

Preparation: Same materials as in Session I

Discussion: What prejudices and misconceptions do you have about handicapped people? Who are friends who have handicaps? What things were you afraid of when we first saw a handicapped person using (wheelchair, cane, etc., as appropriate)? Do you feel that way now? What things do you like to do that a handicapped friend could do with you? How do you make new friends with handicapped children? The primary emphasis is on (1) reinforcement of attitudes

and knowledge; (2) confronting/identifying continuing concerns; (3) closure to activities with focus on behavioral changes.

Grades: ***3-5***

Time: 30-45 minutes

Preparation: Same materials as in Session I

Discussion: What prejudices and misconceptions about handicapped people still worry you? Who are your friends who have handicaps? What questions do you still have about handicapped people? How do you make friends with handicapped children? What kinds of things could you plan to do together? What have you learned about handicapped people that you never knew before? How will you go about making new handicapped friends?

Activity VI
(continued)

Goals: The primary emphasis is on (1) reinforcement of attitude changes and knowledge; (2) identifying and confronting continuing concerns; (3) closure to activities with suggestions for continued behavioral changes.

Grades: ***6-8***

Time: 30-45 minutes

Preparation: Same as Session I

Discussion: What prejudices and misconceptions about handicapped people still worry you? What questions do you still have about handicapped people? Who are your friends who have handicaps? Which of the activities did you learn the most from? (Superficially, what do you consider the most important thing that you learned? These should be listed on chalkboard or flip-chart). What will you do to help to make the necessary environmental and social changes (these may be listed on chalkboard or flip-charts)?

Goals: The primary emphasis is on (1) reinforcement of attitude changes and knowledge; (2) identifying and confronting continued concerns; (3) closure to activities with suggestions for continued behavorial changes.

Grades: ***9-12***

Time: 45-60 minutes

Preparation: Same as Session I; paper and pencil

Discussion: What questions do you still have about handicapped people? How will you go about making new friends with handicapped people? What is the first priority for social/attitudinal change as regards handicapped people? What is the top priority for environmental change? How will including more handicapped people in regular classes affect education? Briefly discuss outstanding ideas of previous assignments. What were the most important things which you learned from these sessions? (10 minutes of individual brainstorming and 10 minutes of sharing these thoughts, recording them on flip-chart or chalkboard) What changes have these activities made in your life?

Goals: Primary emphasis is on (1) reinforcement of attitude changes and knowledge; (2) identifying and confronting continued concern; (3) closure to activities with suggestions for continued behavioral change.

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Notes

Bibliography*

Bawden, Nina *THE WITCH'S DAUGHTER*
Perdita's friendless life on the island where she lives changes when she meets the blind Janey and her brother Tim. Jewel thieves leave the children to die in a dark cave, but Janey can hear their way out for them along a narrow catwalk over a chasm.

Blume, Judy *DEENIE*
Pretty 13-year-old Deenie, whose mother wants her to be a fashion model, has always been repelled by people with handicaps or deformities, but she discovers that she herself is suffering from sclerosis and will have to wear a spinal brace.

Cleaver, Vera *ME TOO*
Lydia thinks that her mentally retarded twin sister Lornie can become just like her with enough affection and attention. It is not till Lornie returns to the "exceptional" school and shows a vivacious friendship for a girl like herself that Lydia realizes her sister is an individual, not a messed-up carbon copy.

Clewes, Dorothy *GUIDE DOG*
Roley, who is planning to be a doctor, is blinded by a small bomb he is delivering on his temporary mail job during the Christmas rush. His final decision to accept seeing eye dog training is made more difficult because it was a large dog jumping at him which made him drop the explosive package.

Cobe, Albert *GREAT SPIRIT*
64-pages high interest, low vocabulary autobiography of a natural athlete who fights discrimination against him as an Indian and then must overcome a paralyzed right hand to make it as a golf pro.

Corcoran, Barbara *A DANCE TO STILL MUSIC*
Left deaf by an ear infection, 14-year-old Margaret refuses to speak because she doesn't want to be humiliated by not controlling the strength of her voice. She runs away from her broken home and with the help of a kindly older woman makes an adjustment to a new kind of life.

Cunningham, Julia *BURNISH ME BRIGHT*
A mute boy, taught to pantomime by a retired actor, is mistrusted and persecuted by the villagers.

Garfield, James *FOLLOW MY LEADER*
The experiences of a boy, blinded by a carelessly thrown firecracker, going to school to learn how to use his seeing eye dog, Leader, and rejoining his scout troop.

Heide, Florence *SOUND OF SUNSHINE, SOUND OF RAIN*
A description of the sounds and activities in the life of a little black boy who was born blind. Done with great sensitivity.

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*(Annotations are informational, not promotional)

Hunter, Edith *CHILD OF THE SILENT NIGHT*
Children too young to read Helen Keller's autobiography love this short life of another child with the same handicaps.

Jones, Elizabeth Orton *HOW FAR IS IT TO BETHLEHEM?*
A moving account of how the Christmas story was enacted by a group of crippled children in a rehabilitation center in New Hampshire.

Killilea, Marie *KAREN*
A mother tells how she and the whole family helped Karen, born with cerebral palsy, overcome her handicaps.

Levine, Edna *LISA AND HER SOUNDLESS WORLD*
Shows a little girl with impaired hearing learning to use and understand speech.

Little, Jean *FROM ANNA*
How Anna's family finds out that she isn't naturally clumsy and butter-fingered, it is just that she can hardly see, and how she learns rapidly in a class of children handicapped as she is.

Little, Jean *MINE FOR KEEPS*
Sally, crippled by cerebral palsy, returns from the special school where she has been living, and has to adjust her life on crutches to an energetic family and a regular school.

Lyttle, Richard *CHALLENGED BY HANDICAP*
Brief biographies of eleven people who illustrate the wideness of the range of possible affliction and character to be found among the legions of the handicapped. Laura Bridgman to Jose Felicano.

Micklish, Rita *SUGAR BEE*
Stephanie (Sugar Bee) feels pricklish about being a black urban child visiting a white family in the country with a blind daughter, Rosemary. She learns that friendship can wipe away many barriers.

Neufeld, John *TOUCHING*
Harry Walsh, a 16-year-old "preppie" meets his new 16-year-old stepsister, Twinkles, and it shocks him; she suffers from cerebral palsy. Harry matures in getting to know her in this strong, sensitive story.

Robinson, Veronica *DAVID IN SILENCE*
In the new town where his family has moved, David, who has been deaf since birth, finds himself disliked by the other children. At last, with the support of one friend, Michael, he is able to prove his worth as a person.

Savitz, Harriet *FLY WHEELS FLY*
Jeff Cobb and Chuck Robbins, both young paraplegics, get caught up in training to enter the Paralympics (wheelchair sports) in Israel.

Smith, Gene *THE HAYBURNERS*
Joey, a man with the mind of a 10-year-old, leaves the institution where he lives to spend the summer working on a farm. The son, Will, learns respect and compassion for the childlike man as he watches him become engrossed in trying to make the sorry-looking steer he has named "Beautiful Mickey" live up to that name.

Southall, Ivan *LET THE BALLOON GO*
John Sumner has the normal aspirations of any twelve-year-old boy, but he is handicapped by his spastic condition and an over-protective mother. One day he risks his life climbing a tree to prove that he is not a sissy.

Spence, Eleanor *THE NOTHING PLACE*
When Glen Calder's new friends discover that he is deaf, they decide, without consulting him, that they will have a benefit to buy him a hearing aid. His friends' misguided pity, and Glen's own stubborn pride about admitting his handicap produce an interesting conflict.

Sutcliff, Rosemary *THE WITCH'S BRAT*
Lovel is driven away from his village after the death of his grandmother whom all the villagers feared as a witch. Many of the monks, in the monastery where he takes refuge, consider him useless because of his humped shoulder and twisted leg, but with the encouragement of one or two brothers he becomes a skillful herbalist.

Witheridge, Elizabeth *DEAD-END BLUFF*
Quig may have been born blind but the summer he is fourteen he ties for first place in a swimming meet, holds a summer job, catches a pair of dog thieves, and rescues his younger brother.

Wolf, Bernard *DON'T FEEL SORRY FOR PAUL*
Paul Jockimo, one of the thalidomide children, is fitted with three prosthetic devices which help him go to regular school, take riding lessons, and keep his room picked up. The photographs of the seven-year-old are clear and candid.

Wrightson, Patricia *A RACECOURSE FOR ANDY*
Andy's teenage colleagues know that his mind is a bit slow and they indignantly try to decide how to let Andy know that a man didn't really sell him the municipal racetrack for three dollars.

Secondary Level

Kilmont, Jill *THE OTHER SIDE OF THE MOUNTAIN*
An autobiography by a competitive young skier who falls and breaks her back. The recovery and return to a productive life are made possible because of her friends' concern for the individual.

Keyes, Daniel *FLOWERS FOR ALGERNON*
The Novel that the movie CHARLY was fashioned after. A retarded young man, as the result of medical intervention, becomes brilliant only to find that his cure is temporary.

Krents, Harold *TO RACE THE WIND*
An autobiography by a blind student out on his own for the first time. The play and movie BUTTERFLIES ARE FREE was based on the experiences of the author.

Hunt, Nigel *THE WORLD OF NIGEL HUNT*
A heartwarming autobiography by a young man with Down's Syndrome.

Steinbeck, John *OF MICE AND MEN*
A classic novel about the friendship between two rootless workers in California; Lennie, who is brain damaged and George, who acts as Lennie's protector.

Lenihan, John Dr. *DISABLED AMERICANS: A HISTORY*
A special issue of "Performance", the monthly magazine of the President's Committee on Employment of the Handicapped, Washington, D.C. 20210, outlining the contributions handicapped people made to the founding and building of America.

Film Listing

Striving for Independence 1968, color, sound 26 minutes
Shows how blind persons are taught to take care of themselves, and how courage, determination and desire for independence drives them to overcome handicaps to fulfill their ambitions.
Request from: McDonnel Douglas Corporation
Film Library — Dept. 92
Building 240, P.O. Box 516
St. Louis, MO 63166

A School Day in the Life of a Visually Handicapped Child 1970, black and white, sound, 24 minutes, #3158, $6.40
A story about a nine year old girl who is blind and is integrated into the regular education classroom with the aid of braille text books and other devices. The movie shows how a normal life can be achieved with the support of parents, teachers and classmates.
Request from: The Pennsylvania State University
Audio-Visual Services
6 Williard Building
University Park, PA 10602

What Do You Do When You Meet a Blind Person? 1971, color, sound, 13 minutes
A primer discussing, in a very entertaining way, the right and wrong way to deal with blind persons.
Request from: American Foundation for the Blind
Film Library
15 West 16th Street
New York, NY 10011

Lifeline to the World of Sound color, sound, 13 minutes, #2639, free
Describes the problems caused by deafness. It shows how a hearing aid can help reduce the effects of deafness in many instances.
Request from: Modern Talking Pictures
1212 Avenue of the Americas
New York, NY 10036

Communicating with Deaf-Blind People color, sound, 18 minutes, free
Demonstrates the five most commonly used methods for communicating with deaf-blind people.
Request from: American Foundation for the Blind
Film Library
15 West 16th Street
New York, NY 10011

Can You Hear Me? 1967, color, sound, 30 minutes, free
Features a two and half year old deaf girl and how the family approaches the problems caused by the disability.
Request from: 3M Company
Film Lending Service
220-6W
2501 Hudson Road
St. Paul, MN 55119

A Day in the Life of Bonnie Consolo color, sound, 16 minutes, $20.
An inspirational film about a woman born without arms. She leads a normal productive life. She has a home, two healthy children and a philosophy that she shares with us as she goes about her daily chores.
Request from: Arthur Barr Productions
3490 East Foothill Blvd.
P.O. Box 5667
Pasadena, CA 91107

The Point color, animated, 75 minutes (younger children)
An enchanting fantasy about an unusual kingdom in which everything is pointed except a young boy named Oblio. The story reveals that it is okay to be different.
Request from: MacMillan Audio Brandon
34 MacQueston Parkway South
Mount Vernon, NY 10550

The Purple Adventures of Lady Elaine Fairchilde (younger children) color, sound, video tapes
A nonbroadcast package consisting of five half-hour video cassettes drawn from past Mr. Rogers' Neighborhood segments. The stories place high value on being different. The many ways of being different are considered including age, sex, race as well as being disabled, yet without emphasizing the idea of being handicapped.

Request from: Family Communications, Inc.,

4802 Fifth Avenue
Pittsburgh, PA 15213

Charly color, sound, 103 minutes, major motion picture.
Charly, a 30 year old man with the mental capabilities of a six year old, achieves normality after treatment, only to learn he will soon revert to his former state.
Request from: Films, Inc.
1144 Wilmette Avenue
Wilmette, IL 60091

Of Mice and Men black and white, sound, 110 minutes, major motion picture.
The screen version of John Steinbeck's classic novel.
Request from: McGraw-Hill Films
330 West 42nd Street
New York, NY 10022

They Call Me Names color, sound, 22 minutes
The film portrays the lives of mentally different young people and explores how they perceive a world in which they are told they are different.
Request from: BFA Educational Media
22111 Michigan Avenue
Santa Monica, CA 90404

Additional Resources

Appearing in this section are the names of national organizations that serve handicapped people and have local affiliates. Check your local telephone directory to see if local affiliates exist in your area; or, write directly to the national office for information.

AMERICAN FOUNDATION FOR THE BLIND, INC.
15 West 16th Street
New York, NY 10011
(No local affiliates)

THE ARTHRITIS FOUNDATION
1213 Avenue of the Americas
New York, NY 10036

BOY SCOUTS OF AMERICA,
SCOUTING FOR THE HANDICAPPED DIVISION
Boy Scouts of America
North Brunswick, NJ 08902

EPILEPSY FOUNDATION OF AMERICA
1828 L Street, N.W.
Washington, DC 20036

Additional Resources
(continued)

GIRL SCOUTS OF THE U.S.A.
SCOUTING FOR HANDICAPPED GIRLS PROGRAM
830 Third Avenue
New York, NY 10022

GOODWILL INDUSTRIES OF AMERICA
9200 Wisconsin Avenue
Washington, DC 20014

GOVERNOR'S COMMITTEE ON
EMPLOYMENT OF THE HANDICAPPED
State Capitol
or write
PRESIDENT'S COMMITTEE ON
EMPLOYMENT OF THE HANDICAPPED
Washington, DC 20210

THE JOSEPH P. KENNEDY, JR. FOUNDATION
(See Special Olympics)
1701 K Street, N.W.
Suite 205
Washington, DC 20006

MUSCULAR DYSTROPHY ASSOCIATIONS OF AMERICA, INC.
810 Seventh Avenue
New York, NY 10019

NATIONAL ASSOCIATION OF THE DEAF
814 Thayer Avenue
Silver Spring, MD 20910

THE NATIONAL ASSOCIATION FOR MENTAL HEALTH, INC.
1800 North Kent Street
Arlington, VA 22209

NATIONAL ASSOCIATION OF THE
PHYSICALLY HANDICAPPED, INC.
6473 Grandville Avenue
Detroit, MI 48228

NATIONAL ASSOCIATION FOR RETARDED CITIZENS
2709 Avenue E East
P.O. Box 6109
Arlington, TX 76011

NATIONAL EASTER SEAL SOCIETY
FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, IL 60612

NATIONAL FEDERATION OF THE BLIND
1346 Connecticut Avenue, N.W. Suite 212
Washington, DC 20036

THE NATIONAL FOUNDATION/
MARCH OF DIMES
1275 Mamoraneck Avenue
White Plains, NY 10605

NATIONAL MULTIPLE SCLEROSIS SOCIETY
257 Park Avenue South
New York, NY 10010

NATIONAL PARAPLEGIA FOUNDATION
333 N. Michigan Avenue
Chicago, IL 60601

NATIONAL WHEELCHAIR ATHLETIC ASSOCIATION
4024 62nd Street
Woodside, NY 11377

REHABILITATION SERVICES ADMINISTRATION
330 C Street, S.W.
Washington, DC 20201
(See state and local
Division of Vocational
Rehabilitation)

UNITED CEREBRAL PALSY ASSOCIATION, INC.
66 East 34th Street
New York, NY 10016